

Expanding Your Knowledge of Student-Centered Learning

During this interactive session participants will explore the meaning of student-centered learning. The speakers will share the deeper learning research base for this framework, the teaching and learning policies and conditions that can be put in place to support students, and the challenges to serving different student populations, with an emphasis on students with disabilities.

Ace Parsi

Personalized Learning Partnership Manager National Center for Learning Disabilities



Ace Parsi is the Director of Innovation at the National Center for Learning Disabilities (NCLD) where he works to ensure students with disabilities fully benefit from initiatives aiming to personalize learning for all students. Prior to joining NCLD, Mr. Parsi served as the Deeper Learning Project Director at the National Association of State Boards of Education (NASBE) where he worked with state boards of education nationally on a variety of topics—including assessments, accountability, high school graduation requirements, educator capacity and other issues—related to ensuring students have the knowledge, skills, and dispositions essential for college, career, and civic success.

Mr. Parsi and his family immigrated to the US when he was eight. His own experience as an English language learner and free and reduced price lunch student led him towards a passion for utilizing education as a driver for greater equity. He holds an MPP Degree from the Goldman School of Public Policy at UC Berkeley.

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Loretta Goodwin

Deputy Director American Youth Policy Forum



Dr. Loretta Goodwin, Deputy Director, joined the American Youth Policy Forum in 2007. Her focus is on high school reform and college access and success. She oversees study tours and speaker forums on youth policy issues, and contributes to the organizational leadership and strategy of the organization. Dr. Goodwin is experienced in middle and high school reform, experiential education, and international education.

In South Africa, Dr. Goodwin began her education career as a middle and high school teacher. At The Washington Center for Internships and Academic Seminars in Washington, DC she served as the program manager for international programs, as well as the faculty coordinator. From 2000 – 2004, she worked as the national co-director of Turning Points, a comprehensive middle school reform initiative. In this capacity, and during her work at the Center for Comprehensive School Reform and Improvement, she provided technical

assistance, professional development and resources to teachers, principals, and district leaders. Dr. Goodwin holds a bachelor's degree from the University of Cape Town, master's degrees from Wesleyan University and the University of Washington, in History and Political Science, and a PhD from Princeton.

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Rebecca E. Wolfe
Associate Vice President
Jobs for the Future



Associate Vice President Rebecca E. Wolfe, PhD, oversees Students at the Center, a JFF initiative. Rebecca has led the development of Students at the Center from publishing a few research syntheses in 2010 to now serving as a national, credible, and influential voice for transformative learner-centered teaching and learning. Together with our practice and policy partners, Students at the Center aims to ensure all students—with a special focus on low-income youth and students of color—have concrete opportunities to acquire the skills, knowledge, and dispositions needed for success in college, the workforce, and civic life.

Rebecca oversees major Students at the Center projects, including an interactive, research-grounded [framework](#) for student-centered approaches that lead to deeper learning; a user-centered digital space (StudentsattheCenterHub.org) that includes over 900 curated tools and resources; the Student-Centered Learning [Research Collaborative](#); educator and leadership competencies and supports for successful teaching in personalized settings; and direct supports for state and district efforts to implement policy and designs informed by and aligned to JFF frameworks and research.

During her tenure at JFF, Rebecca provided strategic consultation and technical assistance to the Texas Education Agency's Dropout Recovery Program; helped Boston Day and Evening Academy (a competency-based school for off-track youth) launch their REAL Institute to train other schools in their approach; and contributed to developing the Back on Track to College model for over-age, under-credited youth.

Rebecca has authored or co-authored numerous publications on student-centered learning—selections include *Rethinking Readiness: Deeper Learning for College, Work and Life* (Ed., Harvard Education Press 2017); *Educator and Leader Competencies for Personalized, Learner-centered Teaching* (JFF & CCSSO 2017, 2015); *The Past and the Promise: Today's Competency Education Movement* (JFF 2014); and *Anytime, Anywhere: Student-centered learning for schools and teachers* (Ed., Harvard Education Press 2013).

In 2018, Rebecca was recognized as the New England Secondary School Consortium's Regional Champion for being a “tireless leader in New England's effort to ensure high-quality learning experiences for all students across the region.”

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